

INFLUENCE OF SELECTED FACTORS ON CUSTOMER SATISFACTION IN UW-
STOUT RESIDENCE HALLS

by

Dipra Jha

A Research Paper

Submitted in Partial Fulfillment of the

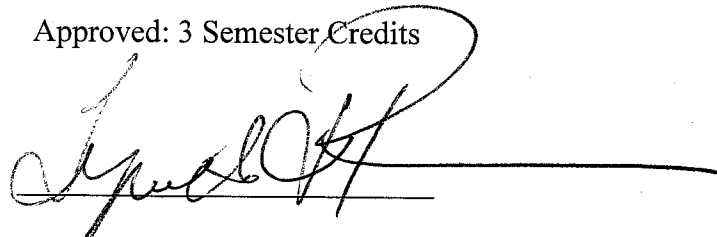
Requirements for the

Master of Science Degree

in

Hospitality & Tourism

Approved: 3 Semester Credits

A handwritten signature in black ink, appearing to read 'Lynnette Brouwer', is written over a horizontal line. The signature is stylized and cursive.

Lynnette Brouwer, Ph.D.
Research Advisor

The Graduate School

University of Wisconsin-Stout

December, 2004

INFLUENCE OF SELECTED FACTORS ON CUSTOMER SATISFACTION IN UW-
STOUT RESIDENCE HALLS

by

Dipra Jha

A Research Paper

Submitted in Partial Fulfillment of the

Requirements for the

Master of Science Degree

in

Hospitality & Tourism

Approved: 3 Semester Credits

Lynnette Brouwer, Ph.D.
Research Advisor

The Graduate School
University of Wisconsin-Stout

December, 2004

The Graduate School
University of Wisconsin Stout
Menomonie, WI 54751

ABSTRACT

JHA

DIPRA

(Last Name)		(First Name)	(Middle Initial)
Influence of selected factors on customer satisfaction in UW-Stout residence halls			
(Title of Thesis)			
Hospitality & Tourism	Lynnette Brouwer	December, 2004	53
(Graduate Program)	(Research Advisor)	(Month/Year)	(# of Pages)
American Psychological Association, 5 th edition			
(Name of Style Manual Used in this Study)			

The purpose of this study was to evaluate whether a selected set of factors influence customer satisfaction in residence halls at the University of Wisconsin – Stout, with a view to understand the nature and extent of such influence.

The objectives of this study were to determine:

1. If there is a relationship between customer satisfaction and hospitality services provided in residence halls.
2. If there is a relationship between customer satisfaction and activities organized by Hall Government.
3. If there is a relationship between customer satisfaction, and interaction with professional and student staff in residence halls.

ACKNOWLEDGMENTS

I am most grateful to Dr. Lynnette Brouwer, for her guidance and support as my research advisor, and to Dr. Anne Ramage, Associate Director, Housing & Residence Life, UW-Stout, for being resource extraordinaire and helping me think this project through.

I am also grateful to Scott Griesbach, Director of Housing & Residence Life at UW-Stout for allowing me to access and use information about the Department in this study. Special thanks to Christine Ness for her timely and outstanding analysis of the statistical data, and to my friends and colleagues whose valuable inputs made this effort so enriching and worthwhile.

Dipra Jha

December, 2004

TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
LIST OF TABLES	vi
CHAPTER I: INTRODUCTION.....	1
<i>Statement of the Problem</i>	3
<i>Purpose of the Study</i>	4
<i>Assumptions of the Study</i>	5
<i>Definition of Terms</i>	5
<i>Limitations of the Study</i>	6
<i>Methodology</i>	7
CHAPTER II: LITERATURE REVIEW	9
<i>Introduction</i>	9
<i>Student Development in College</i>	10
<i>Educational Potential of Residence Halls</i>	12
<i>Student Services in Residence Halls</i>	15
<i>Summary</i>	17
CHAPTER III: METHODOLOGY	18
<i>Subject Selection and Description</i>	18
<i>Instrumentation</i>	18
<i>Data Collection Procedures</i>	20
<i>Data Analysis</i>	21
<i>Limitations</i>	23
<i>Summary</i>	24
CHAPTER IV: RESULTS.....	25
<i>Item Analysis</i>	25

CHAPTER V: DISCUSSION.....	34
<i>Limitations</i>	34
<i>Conclusions</i>	35
<i>Recommendations</i>	37
References.....	39
Appendix A: Quality of Life Survey instrument	47

LIST OF TABLES

Table 1: Year-wise gender analysis of respondents.....	25
Table 2: Mean for Housekeeping Services.....	25
Table 3: Mean for Front Desk Services.....	26
Table 4: Mean for Hall Government.....	26
Table 5: Mean for interaction with resident advisor staff.....	27
Table 6: Mean for interaction with professional staff.....	27
Table 7: ANOVA for Housekeeping Services.....	28
Table 8: ANOVA for Front Desk Services.....	29
Table 9: ANOVA for Hall Government.....	30
Table 10: ANOVA for interaction with resident advisor staff.....	31
Table 11: ANOVA for interaction with professional staff.....	32

CHAPTER I: INTRODUCTION

Residence halls are complex human educational environments whose features are a function of their physical structure and design, the characteristics of individuals who live in them, the way residents organize themselves, and their collective perceptions of the living environment. The perceptions in turn influence how residents evaluate and respond to these features. (Strange, 1993).

The Council for the Advancement of Standards for Student Services (1986) observed “the residence life program is an integral part of the educational program and academic support services of the institution” (p. 51). By establishing the CAS Standards, the Council also defined goals for such a program which must provide (1) a living – learning environment that enhances individual growth and development (2) facilities that are well-maintained, safe, and hygienic, (3) management services that ensure orderly and effective administration of all aspects of the program, and (4) food, dining facilities, and related services that effectively meet institutional and residential life program goals for programs that include food services. These goals primarily focus attention on the personal development of residents and help create programs and environments to promote desired outcomes. Mable (1987) however argued that the focus on student development in residence halls has the “momentum of a vague vision” (p.1) with creditable research evidence published, which indicated many residence life programs fell short of achieving the desired outcomes.

A typical college student spends about forty-eight hours a week in classes and direct academics related work (Strange, 1993). Boyer (1987) observed that most traditional students spend fifty hours per week in sleeping and time beyond that is spent

in a residence hall environment where students engage in “human interaction, communication, individual differences, and communal living” (p. 159). The impact of environmental components on students living in residence halls is significant and Moos (1979) delineated five different but inter-connected notions of the way the environment works. These are based on a positive- negative continuum with attributes like stimulation, challenge, and facilitation of personal and social growth indicating a strong positive environment. The negative environmental factors on the other end limit, resist, and inhibit positive growth, and cause stress. In the middle are environments that select and favor certain organisms. Moos (1974) also promulgated the social climate model through which the application of environment factors within a residence life community can be programmed to achieve desired outcomes. Strange (1993) argued that enhancing environmental competence is the basic purpose of higher education and residence hall experience fulfills a critical function of this competence. Research by Kitchener, King, Wood, and Davidson (1989), and Pascarella and Terenzini (1991) showed students with a positive residential life experience in college emerge with a more complex view of the world, can appreciate and understand differences better, and are in a vantage position to interpret information to make adequate judgments about life and the environment surrounding them. It is therefore imperative that residence life programs understand the importance of creating conducive environments, which limit stress, and become a positive influence on students’ lives with various sub-environments stimulating and challenging them individually to personal and social growth.

Blocher (1978) and Banning (1980) observed that college campuses are like ecosystems and student services are an integral part of the campus ecology to promote

optimal growth. The effectiveness of these services should be measured through environmental assessments (Keating, 1974), and Aulepp and Delworth (1978) suggested a team approach towards such assessments.

The University of Wisconsin – Stout is a member campus of the University of Wisconsin System. The system has 13 four-year campuses, 13 two-year campuses, and statewide UW Extension, with its flagship campus in Madison. System wide enrollment for the year 2003-2004 was 160,703 (UWSA, 2004 -1). Stout is located in Menomonie (Population: 15000), Wisconsin, Dunn County in western Wisconsin, the nearest metropolitan area is Minneapolis / St. Paul, Minnesota, 60 miles west. Interstate 94 connects Menomonie with both Minneapolis St. Paul and Madison, Wisconsin. Eau Claire (Population: 62,000), Wisconsin, 30 miles east, is the nearest city with a population exceeding 50,000. Enrollment for the academic year 2003 – 2004 was 7708 with 3850 males and 3858 females (UWSA, 2004-2). In terms of ethnicity, 95% were White, 1.16% African Americans, 0.43% Native Americans, 0.83% Latino / Hispanic, 1.90% Asian / Southeast Asian Americans, and 1.06% International students. (UWSA, 2004-3).

The campus has nine residence halls, five on the South Campus and four on the North Campus with a total capacity of 2750. One residence hall at each end of campus is dedicated as a Freshman hall. Average occupancy for 2002-2003 was 2502 (Table 1). The Department of Housing & Residence Life operates residence halls on a “cost center” basis and income above expenditure is treated as auxiliary resources and used for capital expenditure funding. The Department does not receive any funding from the State for residence halls and they are operated like a self-funded business. In the past, residence

halls at UW-Stout have enjoyed 100% occupancy; however, the trend during the last few years indicates a different picture with gradual decrease in cumulative occupancy. This shift in trend has directly impacted Housing operations, more so as capacity is being increased by way of a new residence hall slated to open in Fall, 2005. Off-campus landlords have also added to the competition with an additional supply of spaces available in the Menomonie accommodation market.

The change in scenario calls for an assessment of the current product and services offered in the UW-Stout's residence halls with goals of understanding the strengths and weaknesses, opportunities and threats. The survival of any business is dependent upon its flexibility to deal with change, and this study aims to investigate selected factors which may influence customer satisfaction in Stout's residence halls with a goal of confirming the existence of any customer service gap.

Statement of the Problem

The purpose of this study will be to research influence of selected factors on customer (resident students') satisfaction in UW-Stout residence halls. Campus-wide data from existing "Quality of Life" surveys carried out by the Department every Fall for 2001, 2002 and 2003 will be analyzed for this study.

Purpose of the Study

The purpose of this study was to find out if a selected set of factors influence customer satisfaction in the residence halls at the University of Wisconsin – Stout with a view to understanding the nature and extent of such influences. A second goal includes

deciding whether to “reject” or “not to reject” the five null hypotheses listed under “Assumptions of the Study”.

Assumptions of the Study

The study is based on following null hypotheses:

1. There is no relationship between customer satisfaction and housekeeping services provided in the residence halls.
2. There is no relationship between customer satisfaction and Front Desk services provided in the residence halls.
3. There is no relationship between customer satisfaction and activities/ programming provided by the Hall Government.
4. There is no relationship between customer satisfaction and interaction with RA (Resident Advisor) staff.
5. There is no relationship between customer satisfaction and interaction with professional staff i.e. Hall Director(s).

The researcher further assumes that the pre-used survey instrument conforms to acceptable standards of validity and reliability.

Definition of Terms

Customer - a person or business that purchases a commodity or service. (Merriam-Webster Dictionary of Law, 1996)

Factor - a person or thing that actively contributes to the production of a result. (Merriam-Webster Dictionary of Law, 1996)

RA – Resident Advisor; a live-in student employee working for a college / university's Residential Life program responsible for the welfare and conduct of a select number of students living within a residence hall.

Satisfaction - 1 : the act or fact of satisfying. 2 : the quality or state of being satisfied. Source: Merriam-Webster Dictionary of Law (1996)

SPM – Student Personnel Manager. A para-professional employee working in college / university residence halls with management responsibilities for Front Desk and Night Security operations. Supervises desk and night security employees, supervised by the Hall Director. The position is now known as DSM or desk services manager.

UWSA – University of Wisconsin System Administration . The apex body with administrative and financial oversight responsibilities for all University of Wisconsin campuses and extensions in the state of Wisconsin.

Limitations of the Study

1. The researcher acknowledges that there are a large number of factors other than the five hypotheses proposed, that influence “customer satisfaction” in UW-Stout residence halls.

2. The data analyzed for this study was collected during 2001, 2002 and 2003 thereby limiting the scope of this study to only three years. The researcher acknowledges that a broader timeframe would have certainly improved the quality of data and helped in determining significant trends that may or may not have emerged.

2. The study is quantitative in nature and therefore limits itself to numerical statistic, and does not include qualitative analysis.

Methodology

This study is based upon data collected through the “Quality of Life Surveys” administered by the Department of Housing and Residence Life every Fall. Data for 2001, 2002 and 2003 have been analyzed from a total of 6994 surveys. Keeping in mind the standard nature of the instrument, the researcher did not develop a new instrument for primary data collection. Therefore data used in this study can be classified as secondary for purposes of research. The instrument was administered to all students living in residence halls and hence, in this case, the sample equals the population ($N = n$). The return rate for the surveys over the three-year time period is 96%. The outstandingly high return rate is possible since RAs (Resident Assistants) are individually accountable to distribute and recollect the instruments from their floor residents and turn them in to their respective Hall Directors. The Hall Directors, in turn, were accountable for the survey process in their respective halls, and returned the instruments by floor to the Department for data analysis.

Data analysis for this study was based on 21 items that were selected by the researcher from the “Quality of Life” survey instruments. These questions were then bound into five homogenous groups, according to the five hypotheses which are listed under “Assumptions of the study”. Details of this selection and grouping are discussed in Chapter III.

A score of 4 and above, on a five point Likert scale was considered as an indicator of high customer satisfaction for individual items as well as group means. Therefore the objective of data analysis for this study was to compute means to determine whether customer satisfaction levels were achieved by individual items as well as the group. The second objective was to find if the individual item scores had any significance between and within groups, thereby impacting the overall customer satisfaction.

CHAPTER II: LITERATURE REVIEW

Student housing is now part of a larger dynamic on campuses known as “Student Life”. (Ratcliff, 2003). It used to be commonplace for campus architects to contact a colleague and ask for a building to accommodate a given number of students, but with no program for student life. Today, the development of a residence hall is far more complex and requires that the facility support a wide range of student needs and activities beyond solely physical needs. It is now expected that residence halls will include spaces for social gathering and areas for recreation, food, study, and computer support. Campus stakeholders are at the table during the design process – housing administration, student representatives, campus architects and engineers, university food service, risk and safety, campus security, and the building and ground staff – providing input for reaching consensus on what the new development must include to become a viable part of student life.

A good example of this process was the planning for the new residence hall at UW-Stout which is scheduled to open in Fall, 2005 during which housing administration brought in people from various other departments on campus and recognized their inputs. Residence halls are human environments and it helps when more stakeholders are in agreement with the development that is being planned. This can be further achieved by empowering stakeholders to have a greater say in matters that affect perception. Campus architects nowadays have to pay attention to the web of life; otherwise they create additional stress for students who inhabit the structures they design. As Johnson (1972) observed, student housing has come a long way from the fraternity houses of the 1800s, and the residence hall building boom of the 1920s. As research by Van der Ryn &

Silverstein (1967) showed, poor student life design can create immense negative synergies, which can undermine the objectives of the institution itself.

Pike (2002) argued that campus residence halls provide a powerful environment for encouraging openness to diversity. This was because of the extended opportunities for students to interact with peers and staff to implement programs that expose students to multicultural issues. (Hughes , 1994). Previous studies by Astin (1977) and Blimling (1993) found that living in residence halls as opposed to commuting from home, was related to increased tolerance and openness to diversity. Studies also identified gains in openness to diversity when residence halls environments were designed to encourage positive interactions among residents about multicultural issues. Lacy (1978) found that students in living-learning communities at the University of Michigan interacted more frequently with faculty, staff, and other students compared to students in traditional residences. These findings are consistent with similar research done by Chang (1999) and Hurtado & Wathington Cade (1999).

Student Development in College

The term “student development” is widely used in student affairs practice and is universally regarded as a positive approach (Evans, Forney, & Guido-DiBrito , 1998). However, Parker (1974) observed that often student affairs professionals attach vague and non-specific meaning to this term, making it a catchphrase with little application to their area of work. Sanford (1967) defined development as “the organization of increasing complexity” (p. 47). According to him, development was a positive growth process in which the individual becomes increasingly able to integrate and act on many different experiences and influences. He also distinguished between development and

change, which he referred to as an altered condition, which may be positive or negative. It may be progressive or regressive, and differs from growth, which refers to expansion but may be favorable or unfavorable to overall functioning. Rodgers (1990) defined student development as the process in which a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education. It is also a philosophy which guides student affairs practitioners and serves as a rationale for programs and services rendered. A related application of student development is programmatic and, as Miller and Prince (1976) suggested, it is an application of human development concepts in post-secondary settings to enable all concerned to master increasingly complex tasks, achieve self-direction, and interdependence.

Modern student development theories identify specific aspects of development and examine factors that influence its occurrence. Knefelkamp, Widick, & Parker (1978) listed four questions that should be pertinent to student development. They are (1) what interpersonal and intrapersonal changes occur while the student is in college (2) what factors lead to this development (3) what aspects of college environment encourage or retard growth, and (4) what developmental outcomes should we strive to achieve in college. Also, Chickering & Reisser (1993) identified a series of personal growth issues, such as developing competence and managing emotions which can be described as part of the college experience and can be linked to cognitive development theory proposed by Perry (1968) which suggested that some students exhibit dualistic thinking. Heisler (1961) proposed a “dynamic equilibrium” between the student and the institution to create an environment of growth, and Sanford (1966) recommended that environmental

disturbances influenced learning capabilities of students. Grant (1974) stated that five environmental elements are necessary to support the growth of human beings – stimulation, security, order, freedom and territoriality. Crookston (1973) observed that these elements should be part of student development in a college setting.

Colleges make a significant impact on students (Jacob, 1956). Student development focuses on intellectual growth as well as affective and behavioral changes during the college years. As suggested by Ruml (1959), it also encourages collaborative efforts of student service professionals, including Housing & Residence Life staff and faculty in enhancing student learning. Finally, student development aims at maximizing positive student outcomes in higher education settings.

Educational Potential of Residence Halls

According to Schroeder & Mable (1994), college residential facilities originally referred to as dormitories were rooted in the English universities on which American higher education was modeled. At institutions like Oxford and Cambridge, residence halls were an integral part of the educational enterprise, and they “were designed to bring the faculty and students together in a common life which was both intellectual and moral” (Brubacher & Rudy, 1968, p.42). In early colonial colleges, dormitories became an essential aspect of what was known as the collegiate way of life and stemmed from the fact that a curriculum, a library, a faculty, and students are not adequate to create a true institution (Rudolph, 1962). In England, faculty was responsible for instruction while porters and other officials focused their attention on student supervision and discipline. British instructors formed friendships with their students through activities like tutorials and dining together.

Unlike their British counterparts, American faculty had the responsibility to instruct, supervise, and discipline their students. The concept of *in loco-parentis*, a student-institutional relationship based on strict procedures and rigid enforcement, and a paternalistic form of control was the way colleges were administered during that time (Boyer, 1990). Following the Civil War, a number of American intellectuals traveled to Germany to study and earn advanced degrees. However, German universities operated on the sole objective of teaching and research without much consideration for the collegiate way of life as practiced by Cambridge and Oxford (Brubacher & Rudy, 1968). This affected the thinking of young scholars who returned from Germany to assume major educational roles in the United States and did not consider residential life as an integral part of the educational experience. Their perspective resulted in a widening gap between the college life of the classroom and the extracurricular life of the campus and was evident in developing research institutions of that time like the University of Michigan.

The nineteenth century brought many changes in higher education and the role of faculty members. With the creation of land grant colleges, the notion of service to the missions of both public and private higher education was established. As a consequence, faculty members were expected to serve the external public and participate in scientific research, leaving little time for them to manage every aspect of their students' engagement with the institution. This led to distinction and separation between the in-class and out-of-class aspects of the college experience and a new discipline to manage affairs of students other than academics began emerging. According to Cowley (1937), President Eliot of Harvard College divided the deanship of the college, making one dean responsible only for student relations outside the classroom. This administrative change

at Harvard signaled a significant trend with responsibilities for student relations made separate from instruction.

According to Winston, Anchors, and Associates (1993) college residence halls exist to provide relatively low –cost, safe, sanitary, and comfortable living quarters and to promote the intellectual, social, and moral development of students who live in these facilities. They also supplement and enrich students' academic experiences. Kuh, Schuh, Whitt, and Associates (1991) describe several schools where informal residential college contact has positive results for faculty, who report improved teaching skills developing from such experiences. Finally, the students are the one who benefit, having higher satisfaction with their collegiate experience (Stark, 1993), and demonstrating more autonomy, intellectualism, and personal growth. They also develop stronger multicultural expression and sensitivity (Cornwell & Guarasci, 1993).

Studies reported by Brown (1965) , Brown & Bystry (1956), Brown & Datta (1959) and Webster (1958) confirmed the impact of the living environment on students during their college years. Wispe (1951) and Gross (1959) suggested that student performances increased when the environment conformed to their preferences. Interdependence between atmosphere and individual personality was recorded in studies done by Haythorn (1956) and Schutz (1955). Stern (1965) commented that there is a strong connection between the intellectual growth of students and the college residence halls, thereby emphasizing the enormous potential of residence halls in student development.

Student Services in Residence Halls

Residence halls usually provide a range of services and facilities, with multiple living options depending upon the varying needs of the student population. First year programs for incoming freshmen paired with roommates they may or may not have signed up with and single-room apartment style living for upper-class students who prefer a quieter, more private atmosphere are common examples of such options. Most schools also offer wellness related options like substance free floors, which are increasingly becoming popular with many students recognizing the perils of substance abuse. A typical residence hall usually provides structured services, amenities, and facilities in line with the institutional policy, which may include a broad range of hospitality services – custodial, maintenance, information, and utilities. Amenities may include a supply of trash bags and cleaning consumables, as well as facilities to check out services for equipment, games, tools, and public areas like kitchens, game rooms, fitness rooms, computer labs, meeting lounges, and study rooms. According to DeCoster & Mable (1980) living options are limited only by the creative and critical thinking of students and resident educators.” (p.50) . Residential alternatives are based on four premises; the first is the environment in which students live, which has a direct effect on their development. However, not all students respond in the same manner to a given environment.

The second premise concerns variations in housing designs and programs by providing opportunities for achieving developmental goals. The third premise deals with monolithic programs and designs for college and university housing, which are no longer relevant for today’s high-technology oriented students whose ways of learning and

reacting to information is far different from their counterparts even a decade ago. Finally, research has proven that variety in styles and types of accommodation and availability of services increases the appeal of residence hall living to a greater number of students.

Astin, Green & Korn (1984) observed that residence halls and the services they provide to student living made a real difference to students' achievement and well being in college. These differences are also reiterated by Evans (1983) and Banning & Kaiser (1974) who conclude that the ecological perspective is based on a trans-sectional view of persons and their environment. Jencks and Riesman (1965) in their seminal work on residential education confirmed the usefulness of the "enriched" dormitory experiences at Harvard, and how it helped creating a true living-learning community (Snow, 1959). These experts also observed that environment has an effect on people and their behavior and vice versa. This perspective assumes that different people respond differently to different types of environments. Clark, Miser, & Roberts (1988) developed a study to look at the effects of programming variables using living-learning service concepts in housing. Riker (1965) noted that future success in providing services in student housing will depend upon how well they become integrated into the curriculum and help in the development of human behavior and relationships.

Goldman & Matheson (1989,) after reviewing the literature concerning the positive effects of residence hall services were of the opinion that significant difference was observed in academics and personal growth among students who lived within residence life programs that offered a positive service culture. With the development of student housing, new options like Co-Op housing, the House system, and family housing offered a better choice to students with special needs. With the dramatic increase in non-

traditional students attending college (Kimble & Levy, 1989), availability of these options and matching services have encouraged these students to choose residence hall living. A review of population growth projections indicate continued growth in the non-traditional student population in colleges and universities all across the United States. Logic suggests the need for diverse, quality residence hall services will be a determinant in the overall success of an institution's mission.

Summary

As evident from the review of literature, there is a strong connection between personal and academic success in colleges, and the residence hall environments they provide. Residence halls play an integral part in student development, creating the ecology in which students learn, grow and mature to face the real world. Residence halls are also positive community builders, and create many leadership opportunities for students which form the basis of their core competence in dealing with society at large.

Literature also suggests thoughtful service designs for residence halls for maximizing the desired outcome. The bouquet of services usually include physical comfort, safety, security, leadership opportunities and other event planning; all created with a purpose to help the student excel. Managing these services is a challenge because understanding the ever-changing needs of the student population is fundamental to their success.

Therefore, institutions must engage in continuous assessment and feedback to determine the quality and the impact of these services. The literature tends to agree that a superior customer satisfaction level in college residence halls is a predictor of student success, and institutional development as a whole.

CHAPTER III: METHODOLOGY

As already described in Chapter 1, this study used data collected through an instrument known as the “Quality of Life Survey”. The Department of Housing and Residence Life administers this survey every Fall to all students living in residence halls at the University of Wisconsin -Stout. Data was collected during December 2001, November 2002, and November 2003. Sections addressed in this chapter include subject selection and description, instrumentation, data collection procedures, data analysis, and limitations.

Subject Selection and Description

The population for this study was students living in nine on-campus residence halls at the University of Wisconsin – Stout. The sample was equivalent to the population ($n = N$) since all students living in the residence halls were surveyed. The sample size was 2297 for 2001, 2372 for 2002, and 2325 for 2003. Total 6994 surveys were collected out of which 8 had no response on gender, thereby leaving 6986 surveys, which is 99.9% of total surveys administered. The gender distribution was 3361 males (48.1%) and 3625 females (51.8%) which are in conformity with the female: male enrolment ratio at the University of Wisconsin – Stout. Since the survey was taken by all students living in residence halls it included freshmen, sophomore, junior, senior, and graduate students. Students with disabilities were also included.

Instrumentation

The “Quality of Life Survey” is a scantron instrument which is used by the Department of Housing and Residence Life every year. Respondents are asked to use a #2 pencil for filling out the questionnaire by fully darkening the appropriate ovals

corresponding to their responses. Each instrument also has a space for filling in the appropriate RA (Resident Advisor) code to determine the floor on which the respondent lives. The instrument does not ask for any personal information thereby complying with anonymity as well as confidentiality.

The instrument has 63 questions, and 5 additional questions (68 questions) for residents living in two particular residence halls, Curran–Kranzusch–Tustison–Oetting (CKTO), and Hansen–Keith–Milnes–Chinnock (HKMC). These two buildings have the additional professional position of an Associate Hall Director (AHD), and the five additional questions directly relate to this position. The instrument is divided into four sections (1) Demographic Data. (Questions 1 to 5). (2) Likert scale responses on various services and facilities. (Questions 6 to 50). (3) Multiple choice questions regarding usage of facilities, involvement and academics. (Questions 51 to 63) and (4) Likert scale responses ONLY for residents living in HKMC and CKTO. (Questions 64 to 68).

Demographic data are used to describe a population in terms of its size, structure, and distribution (Hawkins, Best, & Coney, 1983). The number of individuals in a population explains its size while its structure describes the population in terms of age, income, education, and occupation. The questions asked on the instrument regarding demographic data were:

1. Class standing – (i) Freshman , (ii) Sophomore, (iii) Junior, (iv) Senior, and (iv) Graduate.
2. Age – (i) 17-18 , (ii) 19-20, (iii) 21-22 , (iii) 23 or older
3. Gender – Male or Female

4. The number of semesters the student has lived on campus including the semester they are filling out the survey – (i) 0 to 1 , (ii) 2 to 3,(iii) 4 to 5,(iv) 6 to 7, and (iv) 8 or more.
5. Predominant ethnic origin – (i) white, not of Hispanic origin – origins in any of the original people in Europe, North Africa or the Middle East , (ii) Black, not of Hispanic origin – origins in any black racial group, (iii) Hispanic – origins in Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture, regardless of race, (iv) Asian or Pacific Islander – origins in any of the original people of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands, (v) American Indian or Alaskan Native – origins in any of the original people of North America who maintain cultural identification through tribal affiliation or community recognition, and (vi) Multi-racial.

The Likert scale questions on the instrument had a five point scale – strongly disagree, disagree, neutral, agree, and strongly agree for questions 6 to 50, and questions 64 to 68.

Questions 51 to 56 use a nominal scale of Yes / No, and questions 57 to 63 used a multiple choice nominal, interval, and ratio responses. A copy of the instrument is attached. (Appendix – A)

Data Collection Procedures

The survey was carried out during December 2001, November 2002 and November 2003. The Department of Housing & Residence Life hands over the survey instruments to Hall Directors in individual packets for their Resident Advisors (RAs). They in turn hand these over to the RAs. Hall Directors conduct a meeting with RAs regarding survey procedures and deadlines, and to clarify questions and concerns.

Consequently the RAs are responsible for distributing the instruments to each of their residents and returning the surveys, duly filled in, to the Hall Director by the due date. Hall Directors screen the instruments once they are turned in, identify incompletes, and finally return the surveys to the Department for data analysis.

Data Analysis

The Statistical Program for Social Sciences, (SPSS, 2002) was used to analyze the data. The data was coded into “Variable Labels” with Month /Year when research was conducted, Name of Residence Hall, Name of Floor / Resident Advisor Code Number, and Item Numbers from 1 to 68 designating each question on the instrument. Special care was taken while coding demographic data by breaking down the question on race / ethnicity to six sub-codes (A,B,C,D,E, and F) to reflect the uniqueness of the responses. The codes for “Value Labels” were used to denote Year (1 = 2001, 2 = 2002 , 3 = 2003), Hall Name (1 = Antrim Froggatt, 2 = CKTO, 3 = Fleming, 4 = HKMC, 5 = Hovlid, 6 = JTC, 7 = North , 8 = South, and 9 = Wigen), RA Codes, year in School, age bracket, gender, and number of semesters living in residence halls. Value levels were also assigned to multiple choice responses, and provisions made for recording both “invalid response” and “multiple response”.

In order to match the data analysis with the null hypotheses of this study, the researcher decided to select a set of questions from the instrument, and then bound them into groups aligning with each hypothesis. The following groups were created:

Hypothesis 1 : There is no relationship between customer satisfaction and housekeeping services provided in the residence halls.

1. Item 41 – I am satisfied with the quality of work my custodian provides.

2. Item 42 – I am satisfied with the cleanliness of my hallways and lounge.
3. Item 43 – I am satisfied with the cleanliness of my bathroom.
4. Item 44 - I am satisfied with the cleanliness of the stairwells , lobby , and basement areas.
5. Item 45 – I am satisfied with the procedure to request maintenance repairs.
6. Item 46 – My maintenance requests are completed in a timely manner.

Hypothesis 2 : There is no relationship between customer satisfaction and Front Desk services provided in the residence halls.

1. Item 14 – I am aware of the services offered at the front desk.
2. Item 15 - I am satisfied with the services offered at the front desk.
3. Item 16 – Front Desk personnel perform their duties in a professional and courteous manner.

Hypothesis 3 : There is no relationship between customer satisfaction and activities/ programming provided by the Hall Government.

1. Item 31 – I am aware of the role of Hall Government in my hall.
2. Item 35 – Hall government provides programs and activities that meet my needs

Hypothesis 4 : There is no relationship between customer satisfaction and interaction with RA (Resident Advisor) staff.

1. Item 20 – My RA encourages me to be involved in floor, hall , and campus events.
2. Item 21 – My RA helps the floor organize activities.
3. Item 22 – My RA helps me when I ask him/her for help.

4. Item 23 – My RA is approachable and available for me.
5. Item 24 – My RA has tried to get to know me.
6. Item 25 – I am satisfied with the relationship I have with my RA.

Hypothesis 5 : There is no relationship between customer satisfaction and interaction with professional staff i.e. Hall Director(s).

1. Item 27 – I have had personal contact with my Hall Director.
2. Item 28 – I feel my Hall Director is approachable.
3. Item 30 – My Hall Director is available and / or responds to messages left for him / her.

Data was analyzed by calculating frequency, percentages, valid percentages, cumulative percentages, and means of individual items, group means, standard deviation, ANOVA, and Student –Newman – Keuls which was done as a multiple range test comparison.

Limitations

The study assumed that the instrument used met standards of validity as well as reliability. It also assumed the instrument complied with anonymity and confidentiality with no inherent bias for or against any particular group of respondents.

Items were bound in groups to test the hypotheses, based on the researcher's understanding of the relevance of questions while creating such groups, and it is acknowledged that there can be a different permutation of questions to test similar hypotheses.

Data analyzed for this study was collected only over a period of three years thereby generating results which may or may not indicate significant trends based on which operating decisions could be made.

Summary

This instrumentation and data analysis for this study was done based on a subset of items selected from the main instrument. The selection was done keeping in mind the assumptions of this study and the objective of data analysis was to look for (1) mean scores of 4 or more to indicate high customer satisfaction, and (2) to look for significance between groups and within groups, to determine if individual items had any significance on the overall customer satisfaction. The decision to reject or not to reject the null hypotheses was based upon these findings.

CHAPTER IV: RESULTS

Results of the data analysis germane to this study have been reported in this chapter by using tables. Three different sets of inferential statistics have been reported item wise. Table 1 reports the year-wise gender analysis of respondents for 2001, 2002 and 2003. Respondents by gender and respondents by year are also reported. Table 2 through 6 reports individual means as well as group means for the groups of questions that were clubbed together according to hypotheses. Table 7 through 11 reports group-wise ANOVA with emphasis on F ratio, Significance and Level of Significance. ANOVA was calculated for this study since it is a parametric measure of dispersion, generating ratios between group variances and within group variances.

Item Analysis

Gender analysis of respondents

Table 1: Year-wise gender analysis of respondents

Year	Female	Male	Total by year
2001	1173	1122	2295
2002	1227	1139	2366
2003	1225	1100	2325
Total by gender	3625	3361	6986

Individual Means and Group Means

Table 2: Mean for Housekeeping Services

Items	Item 41	Item 42	Item 43	Item 44	Item 45	Item 46	Item 47	Group
Mean	4.12	3.96	3.67	3.75	3.59	3.50	3.60	3.74

Key:

Item 41 – I am satisfied with the quality of work my custodian provides.

Item 42 – I am satisfied with the cleanliness of my hallways and lounge.

Item 43 – I am satisfied with the cleanliness of my bathroom.

Item 44 - I am satisfied with the cleanliness of the stairwells, lobby, and basement areas.

Item 45 – I am satisfied with the procedure to request maintenance repairs.

Item 46 – My maintenance requests are completed in a timely manner.

As the above table indicates, the quality of work provided by the custodians recorded the highest mean (4.12) in this group, and the procedure to request maintenance repairs recorded the lowest mean (3.50).

Table 3: Mean for Front Desk Services

Items	Item 14	Item 15	Item 16	Group
Mean	3.85	3.84	3.90	3.86

Key

Item 14 – I am aware of the services offered at the front desk.

Item 15 - I am satisfied with the services offered at the front desk.

Item 16 – Front Desk personnel perform their duties in a professional and courteous manner.

As the above table indicates, the professionalism and courtesy of the Front Desk personnel recorded the highest mean (3.90) in this group, and the services offered at the Front Desks recorded the lowest mean (3.84).

Table 4: Mean for Hall Government

Items	Item 31	Item 35	Group
Mean	3.27	3.29	3.27

Key

Item 31 – I am aware of the role of Hall Government in my hall.

Item 35 – Hall government provides programs and activities that meet my needs

As the above table indicates, the programs provided by Hall Government recorded the highest mean (3.29) in this group, and awareness about the role of hall government recorded the lowest mean (3.27).

Table 5: Mean for interaction with Resident Advisor staff

Items	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Group
Mean	3.93	3.88	4.23	4.26	4.11	4.11	4.09

Key

Item 20 – My RA encourages me to be involved in floor, hall, and campus events.

Item 21 – My RA helps the floor organize activities.

Item 22 – My RA helps me when I ask him/her for help.

Item 23 – My RA is approachable and available for me.

Item 24 – My RA has tried to get to know me.

Item 25 – I am satisfied with the relationship I have with my RA.

As the above table indicates, the approachability and availability of Resident Advisor staff recorded the highest mean (4.26) in this group, and involvement of RAs in organizing floor activities recorded the lowest mean (3.88). This group recorded the highest group mean among all five groups.

Table 6: Mean for interaction with professional staff

Items	Item 27	Item 28	Item 30	Group
Mean	2.99	3.37	3.36	3.23

Key

Item 27 – I have had personal contact with my Hall Director.

Item 28 – I feel my Hall Director is approachable.

Item 30 – My Hall Director is available and / or responds to messages left for him / her.

As the above table indicates, approachability of Hall Directors recorded the highest mean (3.37) in this group, and personal contact with the Hall Directors recorded the lowest mean (2.99). This group recorded the lowest group mean among all five groups.

Individual and Group Analysis of Variance (ANOVA)

Table 7: ANOVA for Housekeeping Services

Items	F	Significance	Significance level
Item 41	1.750	.174	Nil
Item 42	5.451	.004	.01
Item 43	3.309	.037	.05
Item 44	18.847	.000	.01

Item 45	8.458	.000	.01
Item 46	9.173	.000	.01
Item 47	3.866	.021	.05
Group score	9.315	.000	.01

Key:

Item 41 – I am satisfied with the quality of work my custodian provides.

Item 42 – I am satisfied with the cleanliness of my hallways and lounge.

Item 43 – I am satisfied with the cleanliness of my bathroom.

Item 44 - I am satisfied with the cleanliness of the stairwells, lobby, and basement areas.

Item 45 – I am satisfied with the procedure to request maintenance repairs.

Item 46 – My maintenance requests are completed in a timely manner.

As the above table indicates, statistical significance was found in every item except Item 41 (I am satisfied with the quality of work my custodian provides).

Statistically significant differences between and within groups were found at .01 level from which it may be concluded that we are 99% confident the results did not occur by chance. Therefore, the null hypothesis, that there is no relationship between customer satisfaction and housekeeping services provided in the residence halls was rejected.

Table 8: ANOVA for Front Desk Services

Items	F	Significance	Significance level
Item 14	15.526	.000	.01
Item 15	8.590	.000	.01
Item 16	7.519	.001	.01

Group score	10.153	.000	.01
-------------	--------	------	-----

Item 14 – I am aware of the services offered at the front desk.

Item 15 - I am satisfied with the services offered at the front desk.

Item 16 – Front Desk personnel perform their duties in a professional and courteous manner.

As the above table indicates, significance was found in all the three items in this group. Statistically significant differences between and within groups were found at .01 level from which it may be concluded that we are 99% confident the results did not occur by chance. Therefore, the null hypothesis (No. 2) that there is no relationship between customer satisfaction and Front Desk services provided in the residence halls. was rejected.

Table 9: ANOVA for Hall Government

Items	F	Significance	Significance level
Item 31	7.121	.001	.01
Item 35	2.961	.052	Close
Group score	4.947	.007	.01

Key

Item 31 – I am aware of the role of Hall Government in my hall.

Item 35 – Hall government provides programs and activities that meet my needs.

As the above table indicates, significance was found in one item in this group, with item 35 (hall government provides programs and activities that meet my needs) very close to significance. Statistically significant differences between and within groups were found at .01 level from which it may be concluded that we are 99% confident the results did not occur by chance. . Therefore, the null hypothesis (No. 3) that there is no relationship between customer satisfaction and activities/ programming provided by the Hall Government was rejected.

Table 10: ANOVA for interaction with Resident Advisor staff

Items	F	Significance	Significance level
Item 20	12.240	.000	.01
Item 21	8.807	.000	.01
Item 22	8.397	.000	.01
Item 23	11.849	.000	.01
Item 24	13.909	.000	.01
Item 25	16.031	.000	.01
Group score	13.822	.000	.01

Key

Item 20 – My RA encourages me to be involved in floor, hall, and campus events.

Item 21 – My RA helps the floor organize activities.

Item 22 – My RA helps me when I ask him/her for help.

Item 23 – My RA is approachable and available for me.

Item 24 – My RA has tried to get to know me.

Item 25 – I am satisfied with the relationship I have with my RA.

As the above table indicates, significance was found in all the three items in this group. Statistically significant differences between and within groups were found at .01 level from which it may be concluded that we are 99% confident the results did not occur by chance. Therefore, the null hypothesis (No. 4) that there is no relationship between customer satisfaction and interaction with RA (Resident Advisor) staff was rejected.

Table 11: ANOVA for interaction with professional staff

Items	F	Significance	Significance level
Item 27	12.260	.000	.01
Item 28	22.017	.000	.01
Item 30	18.520	.000	.01
Group score	19.636	.000	.01

Key

Item 27 – I have had personal contact with my Hall Director.

Item 28 – I feel my Hall Director is approachable.

Item 30 – My Hall Director is available and / or responds to messages left for him / her.

As the above table indicates, significance was found in all the three items in this group. Statistically significant differences between and within groups were found at .01 level from which it may be concluded that we are 99% confident the results did not occur by chance. Therefore, the null hypothesis (No. 5) that there is no relationship between customer satisfaction and interaction with professional staff i.e. Hall Director(s) was rejected.

Inferential statistics reported in this chapter has been listed in an exception data reporting format. Only data that is relevant and conclusive was reported, which significantly helped in brevity and clarity of the tables. As the results indicate, the SPSS analysis fulfilled two distinct objectives. It demonstrated the ranking of individual items and the groups in comparison to one another through means. The second objective was to look for significance, which was adequately addressed by using a parametric test like ANOVA. Out of 21 items, no significance was found in only one, which confirms the validity of this research.

CHAPTER V: DISCUSSION

Research is an ongoing process and every research creates opportunities for further inquiry. Therefore this study was only an attempt to add to the existing body of knowledge in the field of residential education. It is expected; findings from this study will give rise to new questions and therefore lead to future research. The sections in this chapter include Limitations, Conclusions and Recommendations.

Limitations

This study was based on a single survey instrument administered in a single university campus and is therefore specific in nature. There may or may not be significant difference in the results had the study been carried out in a multiple campus scenario.

This study assumed that the instrument used met standards of validity as well as reliability. It also assumed the instrument complied with anonymity and confidentiality with no inherent bias for or against any particular group of respondents.

The instrument used for data collection based on which this study was conducted is unique in nature and therefore could not be compared with any other standardized instrument of similar type.

Items were bound in groups to test the hypotheses, based on the researcher's understanding of the relevance of questions while creating such groups, and it is acknowledged that there can be a different permutation of questions to test similar hypotheses.

Data analyzed for this study was collected only over a period of three years thereby generating results which may or may not indicate significant trends based on which operating decisions could be made.

Conclusions

Analysis of results indicates statistical significance was found between and within group variances for all the five null hypotheses; which leads to the conclusion that all five hypotheses may be rejected. It may also be concluded that we are 99% confident the results did not occur by chance.

Hence, statistical interpretation tends to conclude that:

1. There is a relationship between customer satisfaction and housekeeping services provided in the residence halls.
2. There is a relationship between customer satisfaction and Front Desk services provided in the residence halls.
3. There is a relationship between customer satisfaction and activities/ programming provided by the Hall Government.
4. There is a relationship between customer satisfaction and interaction with RA (Resident Advisor) staff.
5. There is a relationship between customer satisfaction and interaction with professional staff i.e. Hall Director(s).

Analysis of year-wise gender distribution tends to demonstrate an unstable occupancy curve with occupancy increasing during 2002 over 2001 but decreasing in 2003. It is interesting to note, the number of males dropped to the lowest point (1100) during 2003 for the three year period under study , whereas the number of females remained nearly consistent during 2002 (1227) and 2003 (1225). The drop in occupancy in 2003 over 2002 was primarily caused by the sharp drop in male occupancy.

Analysis of individual and group means lead to the following conclusions:

1. Among the five factors studied, customer satisfaction was the highest for interaction with RA (Resident Advisor) staff.
2. Customer satisfaction was the lowest for interaction with professional staff, i.e. Hall Directors.
3. The quality of work by custodians resulted in high customer satisfaction.
4. Timely completion of maintenance requests was rated the lowest in the Housekeeping services group.
5. Professionalism and courtesy (courteous behavior: respect for and consideration of others) of front desk attendants were rated highest in the Front Desk services group.
6. Respondents rated services (key-replacements, equipment check-out, DVD check-out etc.) offered at the desk lowest in this group.
7. The role of Hall Governments and programming provided by them, both received nearly identical low ratings.
8. Approachability and availability of RAs were rated highest among interactions with Resident Advisors.
9. Organization of floor activities by RAs was rated lowest in this group.
10. Approachability of Hall Directors was rated better than having personal contact with Hall Directors by respondents.

It was noted that only 5 out of 21 items received a mean score of 4 and above which was the benchmark set by this study to measure superior customer service. They are:

1. Item 41 – I am satisfied with the quality of work my custodian provides. (4.12)

2. Item 22 – My RA helps me when I ask him/her for help.(4.23)
3. Item 23 – My RA is approachable and available for me.(4.26)
4. Item 24 – My RA has tried to get to know me (4.11)
5. Item 25 – I am satisfied with the relationship I have with my RA (4.11).

Data analysis therefore confirms that only 24 % of the factors studied met the customer satisfaction benchmark, leaving a scope for improvement in 76 % of the services provided in residence halls at the University of Wisconsin – Stout.

Recommendations

Based on the review of literature and the analysis of data, this study makes the following recommendations for the Department of Housing & Residence Life:

1. Department of Housing and Residence Life continues to pursue community building models in residence halls through RAs since respondents have a very high satisfaction level interacting with RAs.
2. The Department explores ways to increase Hall Director visibility and contact within residence halls, so more students get the opportunity to have personal contact with Hall Directors. The low mean score of 3.36 in this area might be due to high power relationships in residence hall administrative hierarchy.
3. Study and document the best practices of custodial services and implement those practices in areas which have performed below the customer satisfaction benchmark.
4. Conduct a review of facilities management system to identify areas of improvements; which will result in better quality and timeliness in responding to maintenance requests.

5. Review desk services on an annual basis to evaluate what services is deemed useful by residents, what additional services are in demand, and the feasibility of offering those services.

6. Conduct a review of hall leadership structure and event planning to identify how these organizations can become more meaningful to students, and how best they could serve student needs.

7. Better train RAs to organize floor based events by using creative resources.

The study recognizes possibility of additional recommendations based on the review of literature and data analysis, which could expand the scope of future research in this area.

References

- Astin , A . W . , Green , K . C . , & Korn , W . S . (1984). *The American freshmen : Twenty year trends, 1966 - 1985*. Los Angeles, CA: Higher Education Research Institute, University of California.
- Astin , A . W . (1993). *What matters in college?: Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Aulepp , L . & Delworth , U . (1978). A team approach to environmental assessment. In J . H . Banning (Ed.). *Campus ecology: a perspective of student affairs*. (pp. 172-187). Portland, OR: National Association of Student Personnel Administrators .
- Banning , J . H . (1980). The campus ecology manager role. In U . Delworth , G . R. Hanson and Associates (Eds.). *Student services : a handbook for the profession*. (pp. 209-227). San Francisco, CA: Josey-Bass .
- Banning , J . H . , & Kaiser, L . (1974).An ecological perspective and model for campus design . *Personnel and guidance journal*. (52) , 370-375 .
- Blimling , G . S . (1993).The influence of college residence halls on students. In J. Smart (Ed.) , *Higher education:Handbook of theory and research*. (Vol.9, pp. 248-307) New York, NY: Agathon.
- Blocher , D . H . (1978). Campus learning environments and the ecology of student development . In J . H . Banning (Ed.). *Campus ecology: a perspective of student affairs*. (pp. 132-151). Portland, OR: National Association of Student Personnel Administrators .
- Boyer , E . L . (1987). *College:The undergraduate experience in America*. New York, NY: Harper Collins.

- Boyer , E . L . (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton , NJ: Carnegie Foundation for the Advancement of Teaching.
- Brown, D . R. (1965). Personality, college environment, and academic productivity. In N. Sanford (Ed.). *The American College : A psychological and social interpretation of the higher learning*. (pp. 536-561). New York, NY: John Wiley & Sons .
- Brown , D . R. & Bystry , D . (1956). College environment , personality, and social ideology of three ethnic groups. *The Journal of educational Sociology* , 44 , 279-288 .
- Brown , D . R. & Datta , L . (1959). Authoritarianism, verbal ability, and response set. *Journal of abnormal social Psychology* , 58(1) , 131-134 .
- Brubacher , J . S . , & Rudy , W. (1968). *Higher education in transition: An American history*. New York, NY: Harper Collins.
- Chang , M . J . (1999). Does diversity matter ? : The educational impact of a racially diverse undergraduate population. *Journal of college student development* , 40 , 377-395 .
- Chickering , A . W . , & Reisser , L . (1993). *Education and identity* (2nd edition) . San Francisco, CA: Jossey-Bass .
- Clarke , J . , Miser, K . , & Roberts , A . (1988). Freshmen residential programs : Effects of living-learning structure, faculty involvement, and thematic focus. *Journal of college and university student housing*. 18 (2) , 7-13 .
- Cornwell, G . , & Guarasci , R. (1993). Student life as text: Discovering connections, creating community. In T . Smith (Ed.) *Gateways : Residential college and the*

freshman year experience. (pp. 41-48). Columbia, SC: National Resource Center for the Freshman Year Experience .

Council for the Advancement of Standards for Student Services (1986). *CAS Standards and guidelines for student services / Development Programs* . Washington, D.C: Council for the Advancement of Standards for Student Services.

Cowley , W . H . (1937) . The disappearing dean of men . Paper presentation at the 19th annual conference for the National Association of Deans and Advisors of Men. Austin , TX.

Crookston , B . B . (1973). Education for human development. In C . F . Warnath and Associates . *New directions for college counselors*. San Francisco, CA: Jossey - Bass .

Decoster , D . A . , & Mable , P . (1980). Residence education : Purpose and process. In D . A. DeCoster and P. Mable (Eds.) . *Personal education and community development in college residence halls*. Cincinnati, OH: American College Personnel Association.

Evans , N . J . (1983). Environmental assessment: Current practices and future directions *Journal of college student personnel* , 24 (4) , 293-299 .

Evans , N . J . , Forney, D . S . , & Guido-DiBrito , F . (1998). *Student development in college: Theory , research, and practice*. San Francisco, CA: Jossey- Bass.

Goldman , B . A . , & Matheson , M . B. (1989). A comparison of students who select a living-learning residence hall with those who select a conventional residence hall. *Journal of college and university student housing*. 19 (2) , 16-19 .

- Grant , W . H. (1974). Humanizing the residence hall environment. In P . A . DeCoster and P . Mable (Eds.). *Student development and education in college residence halls* . (pp. 536-561). Washington , DC: American College Personnel Association.
- Gross , N . (1959). The sociology of education. In R . K . Merton , L . Broom , and L . S . Cottrell , Jr. (Eds.). *Sociology today: problem and prospects*. (pp. 128-152). New York, NY: Basic Books .
- Hawkins, D. I., Best, R. J., & Coney, K. A. (1983). *Consumer behavior: implications for marketing strategy*. Plano, TX: Business Publications.
- Haythorn , W . et. Al (1956). The behavior of authoritarian and equilateral personalities in groups . *Human Relations* , 9 , 57-74
- Heisler , V . (1961). Toward a process model of psychological health. *Journal of Counseling Psychology* , 11 , 59-62 .
- Hughes, M . (1994). Helping students understand and appreciate diversity. In C. Schroeder & P. Mable (eds.) , *Realizing the educational potential of residence halls*. (pp. 190-217) . San Francisco, CA: Jossey-Bass.
- Hurtado , S . (1997). Linking diversity with educational purpose: College outcomes associated with diversity in the faculty and student body. Paper commissioned by the Harvard Civil Rights Project. Cambridge, MA : Harvard University .
- Jacob, P . E . (1957). *Changing values in college*. New York, NY: Harper Bros.
- Jencks , C . S . & Riesman , D . (1965). Patterns of residential education : A case study of Harvard . In N. Sanford (Ed.). *The American College : A psychological and social interpretation of the higher learning*. (pp. 731-773). New York, NY: John Wiley & Sons .

- Johnson, C . (1972). *Fraternities in our colleges*. New York, NY: National Interfraternity Foundation.
- Kimble, G. , & Levy , G . (1989). Completing the formula: Programming for graduate and non-traditional residents. Paper presented at the 41st annual conference of the Association of College and University Housing Officers – International , Macomb, IL .
- Kitchener, K. S. , King, P.M. , Wood, P.K. , & Davidson, M.L. (1989). Sequentiality and consistency in the development of reflective judgement: A six-year longitudinal study. *Journal of applied developmental psychology*. 10 , 73-95 .
- Knefelkamp , L . L . , Widick , C . , & Parker , C . A . (1978). Editors' notes: Why bother with theory ? In Knefelkamp , L . L . , Widick , C . , & Parker , C . A . (Eds.) , *Applying new developmental findings : New directions for student services* . (pp. vii-xvi) . San Francisco , CA : Jossey-Bass.
- Kuh , G . D . , Schuh , J . H . , & Whitt , E . J . & Associates (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom* . San Francisco , CA : Jossey-Bass.
- Lacy , W . B . (1978). Interpersonal relationships as mediators of structural effects: College student socialization in a traditional and experimental university environment. *Sociology of Education*. 51 , 201-211 .
- Mable, P. (1987). Residence halls: Momentum of a vague vision. *ACPA Developments* , 18 (August) , 1
- Merriam-Webster's Dictionary of Law (1996). Retrieved December 2, 2004 from <http://www.m-w.com/cgi-bin/book.pl?law.htm&8>

- Miller , T . K . & Prince , J . S . (1976). *The future of student affairs: A guide to student development for tomorrow's higher education*. San Francisco, CA: Jossey-Bass .
- Moos, R. H. (1974). *The social climate scales: An overview*. Palo Alto, CA: Consulting Psychologists Press.
- Moos, R. H. (1979). *Evaluating educational environments: Procedures, measures, findings, and policy implications..* San Francisco, CA: Jossey-Bass.
- Parker, C .A . (1974). Student development: what does it mean? *Journal of college student personnel*. 18 , 248-256 .
- Pascarella, E. T. and Terenzini, P.T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco, CA: Jossey- Bass.
- Perry , W . G . , Jr. (1968). *Forms of intellectual and ethical development in the college years: A scheme* . New York, NY: Holt, Reinhart & Winston .
- Pike, G. R. (2002). The differential effects of On-and Off-campus living arrangements on students openness to diversity. *The journal of student affairs administration, research, and practice*. 39 (4) , 283-299 .
- Ratcliff, C. P. (2003). Lessons learned: Reflections on the evolution of higher education student housing patterns. *The journal of college and university student housing*. 32 (3) , 11-13 .
- Riker , H . (1965). *College housing as learning centers*. Washington, D.C. : American College Personnel Association .

- Rodgers , R . F . (2003). Recent theories and research underlying student development .
In D. Cramer & Associates , *College student development : Theory and practice for the 1990s* . (pp. 27-29) . Alexandria , VA : American College Personnel Association .
- Rudolph , F . (1962). *The American college and university : A history*. New York , NY : Knopf .
- Ruml , B . (1959). *Memo to a college trustee*. New York , NY : McGraw- Hill .
- Sanford , N . (1966). *Self and society: Social change and individual development* . New York, NY: Atherton .
- Sanford , N . (1967). *Where colleges fail: A study of the student as a person* . San Francisco, CA: Jossey-Bass .
- Schroeder, C. C. , & Mable , P . (1994). Residence halls and the college experience: Past and present . In Schroeder, C. C. , & Mable , P . (Eds.). *Realizing the educational potential of residence halls*. (pp. 3-21). San Francisco, CA: Jossey-Bass .
- Schutz , W . C . (1955). What makes groups productive. *Human Relations* , 8 , 429-465 .
- Snow, C . P . (1959). *The two cultures and the scientific revolution*. Cambridge, England: Cambridge University Press.
- Stark, J . (1993). Putting the college back in university. In T . Smith (Ed.) *Gateways : Residential college and the freshman year experience*. (pp. 55-60). Columbia, SC: National Resource Center for the Freshman Year Experience .
- Stern, J . (1965). Environments for learning. In N. Sanford (Ed.). *The American College : A psychological and social interpretation of the higher learning*. (pp. 536-561). New York, NY: John Wiley & Sons .

- Strange, C. C. (1993). Developmental impacts of campus living environments. In R. B. Winston, Jr. , S. Anchors & Associates (Eds.). *Student housing and residential life* (pp. 134-163). San Francisco, CA: Jossey-Bass .
- University of Wisconsin System Administration. (2004). Student Statistics, Fall 2003 – 2004. Total headcount by institution. Retrieved July 16, 2004, from http://www.uwsa.edu/opar/ssb/2003-04/pdf/r_a100.pdf
- University of Wisconsin System Administration. (2004). Student Statistics, Fall 2003 – 2004. Total headcount by gender. Retrieved July 16, 2004, from http://www.uwsa.edu/opar/ssb/2003-04/pdf/r_a102.pdf
- University of Wisconsin System Administration. (2004). Student Statistics, Fall 2003 – 2004. Total headcount by race /ethnicity. Retrieved July 16, 2004, from http://www.uwsa.edu/opar/ssb/2003-04/pdf/r_a103.pdf
- Van der Ryn, S. H. & Silverstein, M. (1967). *Dorms at Berkeley: An environmental study* . Berkeley, CA: University of California – Berkeley Center for Planning and Development Research.
- Webster , H . (1958). Changes in attitudes during college. *Journal of educational Psychology* , 49 , 109-117 .
- Winston , R . B . , Jr. , Anchors , S . , and Associates (1993). *Student housing and residential life : A handbook for professionals committed to student development goals*. San Francisco, CA: Jossey-Bass .
- Wispe , L . G . (1951). Evaluating section teaching methods in the introductory course. *Journal of educational research* , 45 , 161-186 .

Appendix A

“Quality of Life Survey” Instrument

Appendix A

“Quality of Life Survey” Instrument



Housing & Residence Life

QUALITY OF LIFE SURVEY

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Resident
Advisor
Code #

In order for your responses to be included in our results:

- Complete this survey using a #2 pencil and darken fully the appropriate oval corresponding to your responses.
- Verify that your resident advisor code is written on the scannable sheet AND the comment sheet.
- Return the survey and comment sheets to your RA in room # _____ on your floor.

Thank you for your time!

DEMOGRAPHIC DATA

- Class Standing:
☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Graduate
- Age:
☐ 17 - 18 ☐ 19 - 20 ☐ 21 - 22 ☐ 23 or older
- Gender:
☐ Male ☐ Female
- Including this semester, the number of semesters you have lived on campus.
☐ 0 - 1 ☐ 2 - 3 ☐ 4 - 5 ☐ 6 - 7 ☐ 8 or more
- Select your predominant Ethnic Origin: (using groups as defined by the university, mark one group)
☐ White, not of Hispanic origin - origins in any of the original people in Europe, North Africa, or the Middle East.
☐ Black, not of Hispanic origin - origins in any black racial group.
☐ Hispanic - origins of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture, regardless of race.
☐ Asian or Pacific Islander - origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.
☐ American Indian or Alaskan Native - origins in any of the original people of North America who maintain cultural identification through tribal affiliation or community recognition.
☐ Multi-racial

Mark the scannable oval that corresponds to your level of agreement with each statement as it describes your experiences living in your residence hall this year.

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

- My floor keeps the hallway and bathroom clean.
- I encourage others within my floor community to be responsible for their own behavior.
- I am satisfied with the way my floor community has developed.
- I feel like I belong at UW-Stout.
- The study atmosphere on my floor is adequate for my needs.
- Quiet hours are observed on my floor.
- I observe the quiet hours on my floor.
- I confront others directly when their behavior disrupts me.
- I am aware of the services offered at the front desk.
- I am satisfied with the services offered at the front desk.
- Front Desk personnel perform their duties in a professional and courteous manner.
- I feel safe in my residence hall.
- I am satisfied with the night security system provided in my residence hall.
- Night security personnel perform their duties in a professional and courteous manner.
- My RA encourages me to be involved in floor, hall, and campus events.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤
①	②	③	④	⑤

Please be sure to fill out the back side of this form.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. My RA helps the floor organize activities.	①	②	③	④	⑤
22. My RA helps me when I ask him/her for help.	①	②	③	④	⑤
23. My RA is approachable and available for me.	①	②	③	④	⑤
24. My RA has tried to get to know me.	①	②	③	④	⑤
25. I am satisfied with the relationship I have with my RA.	①	②	③	④	⑤
26. I know who my Hall Director is.	①	②	③	④	⑤
27. I have had personal contact with my Hall Director.	①	②	③	④	⑤
28. I feel my Hall Director is approachable.	①	②	③	④	⑤
29. My Hall Director supports hall activities.	①	②	③	④	⑤
30. My Hall Director is available and/or responds to messages left for him/her.	①	②	③	④	⑤
31. I am aware of the role of Hall Government in my hall.	①	②	③	④	⑤
32. I am aware of how Hall Government spends the money it collects through hall dues.	①	②	③	④	⑤
33. I know how to make my feelings known about how Hall Government spends its money.	①	②	③	④	⑤
34. I feel comfortable voicing my concerns to hall leaders.	①	②	③	④	⑤
35. Hall Government provides programs and activities that meet my needs.	①	②	③	④	⑤
36. Hall Government provides equipment at the front desk that meets my needs.	①	②	③	④	⑤
37. The floor lounge seating is comfortable.	①	②	③	④	⑤
38. The floor lounge tables are adequate for my needs.	①	②	③	④	⑤
39. I am satisfied with the basement study facilities (study room, drafting room).	①	②	③	④	⑤
40. I am satisfied with the kitchen facilities.	①	②	③	④	⑤
41. I am satisfied with the quality of work my custodian provides.	①	②	③	④	⑤
42. I am satisfied with the cleanliness of my hallways and lounge.	①	②	③	④	⑤
43. I am satisfied with the cleanliness of my bathroom.	①	②	③	④	⑤
44. I am satisfied with the cleanliness of the stairwells, lobby, and basement areas.	①	②	③	④	⑤
45. I am satisfied with the procedure to request maintenance repairs.	①	②	③	④	⑤
46. My maintenance requests are completed in a timely manner.	①	②	③	④	⑤
47. I am satisfied with the quality of repairs that maintenance provides.	①	②	③	④	⑤
48. The computer software offered in the hall labs meets my needs.	①	②	③	④	⑤
49. I am satisfied with the computers in the hall computer labs.	①	②	③	④	⑤
50. I am satisfied with the printers in the hall computer labs.	①	②	③	④	⑤

Yes/No or Multiple Choice - mark the appropriate oval

51. I use the floor lounges.
① Yes ② No
52. I use the recycling facilities.
① Yes ② No
53. I have used the computer lab in my residence hall.
① Yes ② No
54. I am a member of a student organization.
① Yes ② No
55. I smoke tobacco products.
① Yes ② No
56. I drink alcoholic beverages.
① Yes ② No
57. If you drink, how has your alcohol consumption pattern changed from last year to this year (If you don't drink, skip this question and go on to #58)?
① I am drinking less ③ I am drinking more
② I drink the same ④ I started drinking

58. The average number of hours I sleep in a 24-hour period is:
① 5 or less ② 6 ③ 7 ④ 8 ⑤ 9+
59. The average number of hours I study each week (including weekends) is:
① 0 - 4 ③ 10 - 19 ⑤ 30+
② 5 - 9 ④ 20 - 29
60. The average number of hours I work each week (including weekends) is:
① 0 ② 1 - 9 ③ 10 - 19 ④ 20 - 29 ⑤ 30+
61. The number of classes I miss in an average week is:
① 0 ② 1 ③ 2 ④ 3 ⑤ 4 or more
62. My college Grade Point Average (GPA) is:
① Not Important ③ Fairly Important
② Somewhat Important ④ Very Important
63. When I graduate, I expect my cumulative GPA to be:
① 2.00 - 2.49 ③ 3.00 - 3.49 ⑤ Do Not Plan
② 2.50 - 2.99 ④ 3.50 - 4.00 To Graduate

For HKMC and CKTO residents only; all other halls should skip these questions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
64. I know who my Associate Hall Director is.	①	②	③	④	⑤
65. I have had personal contact with my Associate Hall Director.	①	②	③	④	⑤
66. I feel my Associate Hall Director is approachable.	①	②	③	④	⑤
67. My Associate Hall Director supports hall activities.	①	②	③	④	⑤
68. My Associate Hall Director is available and/or responds to messages left for him/her.	①	②	③	④	⑤

Please be sure you have answered all items on both sides.